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ABSTRACT

The guide is arranged in vertical columns relating seventh grade reading and composition concepts to curriculum performance objectives, career concepts, and career performance objectives, suggested teaching methods, and resource materials. Broad career concepts--such as "there are problems to face and overcome in any field of work" and "the newspaper may be a valuable source of information for job seekers"--are tied to specific curriculum concepts, performance objectives, teaching methods, teaching career concepts, and resource materials. Space is provided for teacher's additions, deletions, notes, and criticisms which will be useful when the guide is revised. Appendixes contain condensed job descriptions, a bibliography of career education library books, an index of films and records, and mythology notes. (NH)

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CAREER EDUCATION CENTER

MR. CHARLES N. BOGGESS, SUPERINTENDENT

MRS. LUCYLLE V. DEASEY, PROJECT DIRECTOR

HARLANDALE INDEPENDENT SCHOOL DISTRICT

SAN ANTONIO, TEXAS

CE 002 065

# SEVENTH GRADE READING AND COMPOSITION

## CURRICULUM GUIDE

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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Warner E. Shows
English Consultant

Career Education Center
Harlandale Independent School District
San Antonio, Texas

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## Preface

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

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Mr. William H. Bentley - Director of Vocational Education

Mr. William R. Marshall - Director of Curriculum

Miss Mary E. Dauroy - Secondary Consultant

Mrs. Ruth Lewis - English Department Chairman

Mrs. Gozelle Loveless - Audio-Visual Coordinator

Gratitude is also expressed to the Texas Education Agency, Character Education Project, Education Service Center—Region 20, Minnie Stevens Piper Foundation, and the Career Education Project Staff.

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## Foreword

The staff of the Harlandale Career Education Center is in the process of developing curriculum guides integrating state curriculum concepts with career education concepts. These guides embrace the philosophy that the purpose of public school education is to prepare the student to enter gainfully into the field of work or to prepare him to further his career training by entering college or seeking other training beyond high school.

The composition of this guide was influenced by the following factors: (1) the need to teach curriculum concepts required by the state, (2) the need to have a guide which could easily be adapted to the quarter system, (3) the need for inclusion of career education concepts and materials without disruption into the guide, (4) the need to write the guide in terms of student performance objectives, and (5) the need to build transportability into the guide so that it is easily adaptable to the needs and sources of other school systems.

It is reasonable to believe that individual teachers will find necessary the modification of this guide to their own classroom needs. Some will find the performance objectives too demanding as written; others may find their students unchallenged by the same objectives. Within the limits of the prevailing length of term within a school district, the instructor may choose to shift concepts from stated positions. Concepts may be taught repeatedly. This guide is intended to be a means for more fully educating the child and should not be considered as an inflexible pedagogical instrument.

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## Philosophy

Viewed from the standpoint of career education, the language arts program is an essential part of the "equipment" the student acquires as he becomes aware of the many kinds of careers, selects one to his liking, and finally leaves school to pursue it for the better part of his life. While preparing himself he must learn to speak, listen, write and read in a satisfactory manner; regardless of the vocation he chooses, he must communicate. Should he prepare himself for one of the more specialized careers, he may find that he needs to know how to write seemingly endless reports, edit someone else's writing, make public speeches, take notes and form them into news stories, articles, or creative writing, possibly teach school, or even do a combination of several of these activities plus others.

The function of his teacher is to lead him to think clearly, write correctly and speak properly. By guiding students through the reading and in-depth study of poetry and prose, the teacher aims at educating young minds in logical thinking. In pointing out the organization of an essay, for example, he helps students trace an idea from thesis statement through full development to conclusion. He continues to lead the young down the path of logic repeatedly until they are able to find their way by themselves.

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During the long, often frustrating struggle involved in teaching students to think, the teacher must also instruct them in the use of tools by which to express their thoughts in spoken or written form. Grammar, mechanics and usage are consequently introduced. Like most tools, they are to be picked up and used when needed. It is hoped that proficiency in using them will also help students to speak and write effectively.

Instruction in effective expression in spoken and written English should not interfere with a student's natural feelings and leanings toward the language, customs, and culture of the contributing ethnic group in which he had his origin. Though the United States of America is a blend of many cultures, its national language is English; English is therefore taught as the leading national means of communication. Students who can use a second language correctly should be looked upon as more richly endowed educationally and perhaps capable of wider service to their community.

As he instructs these future leaders and followers who will hold many-faceted careers in community life, the English teacher thus attempts to build upon the sturdy framework of reading, writing, and speaking and listening. He attempts to instruct in reading and listening so that his students may form constructive thoughts of their own; he endeavors to instruct in proper mechanics and usage so that they may speak and write those thoughts correctly. He may even suggest that a few of his students may move, like Carl Sandburg, from such jobs as milkman, barber-shop porter, dishwasher, truck driver, scene shifter, farmhand, and carpenter's assistant to the lofty position of well-loved national

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poet. Many a dream has grown from the source of a so-called "lowly" job. And what are dreams for, if not for fulfillment?

Miss Mary Daunoy
Secondary Consultant
Harlandale Independent School District

## Use of the Guide

This guide uses state concepts for seventh grade reading and composition as outlined in the Texas Education Agency Bulletin 615 for instruction. English at the seventh grade level has been handled in a separate guide.

The performance objective mode is used for instruction and implies the necessary evaluation criteria. Each teacher must allow for student differences by selecting performance objectives and modifying levels of acceptable achievement according to the needs of individual students or groups of students.

Career education is included as an extension of the basic curriculum concept. Career concept performance objectives are employed to strengthen fundamental career concepts which are related to the stated curriculum concepts. These career performance objectives may build onto, or, in some cases, be used in place of, curriculum performance objectives. We cannot over emphasize that career education is an integral--not a separate--part of the curriculum.

A column of suggested teaching methods has been included to aid new teachers or to offer new or novel approaches to experienced instructors.

All audio visual media listed in the "Materials" column, unless otherwise specifically labeled, are from the Harlandale Independent School District Audio Visual Department.

Teachers will wish to preview all audio visual offerings to ascertain before class presentation their applicability to a particular instructional situation. The list of films and records is brief, and it is recommended that the teacher study the catalog prepared by the local audio visual center as well as those lists compiled by the Education Service Center, Region 20, and the Main Branch of the San Antonio Public Library for other useful materials.

"Appendix A" contains 38 selected condensed job descriptions from the Occupational Outlook Handbook and other sources; teachers may wish to use these for handy reference when dealing with careers which may be covered in the teaching of this course. One volume of the Occupational Outlook Handbook has been placed in each middle school for use by students and teachers. More than 800 jobs are covered in depth by this volume.

"Appendix B" lists over 100 books about careers; these publications have been placed in each of the middle school libraries. These brief, informative, simply written works should prove interesting and valuable to students wishing to read further into their career interests.

Other materials which may be used to advantage in conjunction with this guide are Job Clusters, a booklet prepared by the counseling component of the Career Education Center, and a comprehensive listing of resource personnel prepared by the Community Involvement Coordinator.

This guide must be revised, updated, and improved after actual use in the classroom. The teacher's comments, including names of books and other materials, and other constructive criticism will be of vast help in this task. All guides are to be turned in at the end of the school year so that these suggestions may be studied.

The credit for success of this guide will be due to the classroom teacher for the willingness to try the new approach, for the ability to adapt the guide to individual needs, and for an understanding that career education must be assigned a role in today's education to prepare the student for the demanding world of work.

Guide to Curriculum Concepts and Textbook Page References

All page references below refer to Adventures for Readers, Book One, Discovery through Reading, and Our Language Today 7, which are currently in seventh grade use in the Harlandale Independent School District. The page numbers shown are offered as suggested sources for teachers with these texts in hand, and these references should be narrowed, broadened, supplemented with or supplanted by other materials to meet the needs of individual classes and students. The concepts listed below should not be considered as a complete recording of concepts covered in this guide, since one fundamental is generally tied to a number of other basic learning foundations

| Guide page number | Concept | Reference |
|---|---|---|
| 2 | Phonetics ..... | Our Language Today 7, Chapter 13 |
| | Vowel sounds..... | " |
| | Consonant digraphs..... | " |
| 6 | Interpreting implications ..... | Adventures for Readers, Book One<br>"The Highwayman" p. 84<br>"The Runaway" p. 278<br>"Home" p. 190<br>"Thanksgiving Hunger" p. 153<br>"Forty-nine Gates" p. 179 |
| | Figurative language..... | |
| | Literal expressions..... | |
| 8 | Sequence and relevance of ideas..... | Our Language Today 7, Chapter 2 |
| | Finding the topic sentence ..... | " |
| | Composition of narrative paragraph.. | " |
| 10 | Classification of paragraphs..... | Our Language Today 7, Chapter 2<br>Adventures for Readers, Book One |
| | Composition of different types of paragraphs ..... | |

| Guide page number | Concept | Reference |
|---|---|---|
| 14 | Terms used in drama..... | Adventures for Readers, Book One pp. 398, 413, 432, 433 |
| | Oral reading of drama..... | Adventures for Readers, Book One, "Unit 6" |
| 16 | Composition of character sketch..... | Adventures for Readers, Book One "The Blazing Star" p. 265 "Matthew Henson" p. 59 |
| | Use of vivid verbs and adjectives.... | Our Language Today 7, Chapters 1, 2 |
| | Use of chronological arrangement of events in composition..... | " |
| 18 | Elements of fiction..... | Adventures for Readers, Book One, pp. 278, 286 |
| | Oral short story report..... | Adventures for Readers, Book One |
| 20 | Oral book report..... | Library resources |
| 22 | Character analysis..... | Adventures for Readers, Book One "Columbus" p. 38 "My City" p. 375 Discovery through Reading "Gettysburg Address" p. 472 "The Pioneer" p. 203 "America Was Schoolmasters" p. 202 |
| 24 | Using the card catalog and standard reference books..... | Our Language Today 7, Chapter 14 |
| | Dewey Decimal System..... | Library resources |
| 26 | Composition of expository paragraph.. | Library resources |

| Guide page number | Concept | Reference |
|---|---|---|
| 28 | Poetic literary devices (simile, metaphor, personification).<br>Oral interpretation of poetry..... | Adventures for Readers, Book One<br>"Annabel Lee" p. 331<br>"The Runaway" p. 367<br>"Sea Shell" p. 372<br>"Song" p. 159<br>"After the Winter" p. 160<br>"The Secret of the Machines" p. 456<br>"The Children's Hour" p. 439<br>"The Bronco That Couldn't Be Broken" p. 165<br>"The Solitary Reaper" p. 73<br>"The Day Is Done" p. 441<br>"A Psalm of Life" p. 443 |
| 32 | Oral interpretation of narrative poetry.....<br>Poetic devices (imagery, mood, setting, visualization)..... | Adventures for Readers, Book One<br>"The Wreck of the Hesperus" p. 445<br>"The Highwayman" p. 84<br>"Annabel Lee" p. 331 |
| 34 | Folk tales.....<br>Use of context clues.....<br>Use of the dictionary..... | Adventures for Readers, Book One<br>"Paul Bunyan" p. 29<br>"Rip Van Winkle" p. 235<br>Discovery through Reading<br>"Casey at the Bat" p. 172 |
| 36 | Narrative paragraph composition..... | Our Language Today 7, Chapters 1, 2<br>Adventures for Readers, Book One<br>"The Animals' Fair" p. 215<br>"Animals Go to School" p. 167 |
| 38 | Composition of more than one paragraph..... | Our Language Today 7, Chapters 1, 2 |
| 40 | Differentiating rate of reading according to purpose.....<br>Context clues..... | Adventures for Readers, Book One<br>"The Cat and the Pain Killer" p. 205<br>"The Terror of the Deep" p. 125 |
| | Composition using supporting sentences. | Our Language Today 7, Chapters 1, 2 |

| Guide page number | Concept | Reference |
|---|---|---|
| 42 | Using library reference materials... | Our Language Today 7, Chapter 14 |
| | Outlining..... | Adventures for Readers, Book One, pp. 609, 610 |
| | Oral presentation..... | Our Language Today 7, pp. 387-389 |
| 44 | Author's word stimuli..... | Adventures for Readers, Book One<br>"The Lure from the Coast" p. 89<br>"Beowulf" p. 18<br>"The Three Golden Apples" p. 9<br>Discovery Through Reading<br>"The March on Washington" p. 35 |
| | Oral presentation..... | |
| | Composition of descriptive paragraph..... | |
| 46 | Literature as a reflection of its region and cultures..... | Adventures for Readers, Book One<br>"The Story of Hersh" p. 514<br>"Athenian Boys' Oath" p. 586 |
| | Paragraph using comparison or contrast..... | Our Language Today 7, Chapters 1, 2 |
| | Friendly letter..... | Our Language Today 7, pp. 368-369 |
| | Using library resources..... | Library resources |
| | Composition of paragraph ..... | " |
| 48 | Mythology..... | Adventures for Readers, Book One<br>"Phaeton and the Chariot of the Sun" p. 537<br>"How Perseus Slew the Dragon" p. 545<br>"The Golden Fleece" p. 559 |
| | Writing summaries..... | |
| 50 | Vocabulary development..... | Adventures for Readers, Book One<br>"Snapshot of a Dog" p. 161 |
| 52 | Use of prefaces and other introductory material..... | Library resources |

| Guide page number | Concept | Reference |
|---|---|---|
| 54 | Reading the newspaper..... | Local newspapers |
| | Human interest items..... | " |
| | Parts of the newspaper..... | " |
| | Propaganda..... | " |
| | Author's point of view..... | " |
| 56 | Summarizing..... | Adventures for Readers, Book One<br>"The Story of an Eyewitness" p. 507<br>Reader's Digest |
| | Outlining technique..... | Our Language Today 7, Chapter 15 |
| 58 | Paraphrasing..... | Adventures for Readers, Book One<br>"Canis Major" p. 380<br>"Sir Galahad" p. 27<br>"The Rhodora" p. 136<br>"Song" p. 159<br>"Little Orphant Annie" p. 362<br>"On the Grasshopper and the Cricket" p. 373<br>"How They Brought the Good News from Ghent to Aix" p. 353 |
| | Poetic devices (rhythm, punctuation, mood, tone)..... | |
| | Oral interpretation of poetry..... | |
| | Rhyme scheme, personification, metaphor, simile, onomatopoeia, alliteration..... | |
| 60 | Business letter..... | Our Language Today 7, pp. 366-367 |

Seventh Grade Reading and Composition

7th Grade Reading and Composition

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| READING SKILLS<br>•Phonetics<br>•Vowel sounds<br>•Consonant blends<br>•Consonant digraphs | **The student is able to perform the following activities:**<br>1. Demonstrate a knowledge of basic phonetics by correctly pronouncing at least 20 words provided by the teacher which contain long and short vowel sounds, consonant blends, and consonant digraphs.<br>2. Recognize and pronounce in oral readings to the teacher's satisfaction vowel sounds, consonant sounds, blend sounds, and digraph sounds in reading assignments selected by the teacher. | Career Concept<br>The ability to pronounce new proper names or other unfamiliar words may be an asset in some career fields.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. Prepare a list of at least five career fields in which new proper names will be frequently encountered and for which correct pronunciation will be especially advantageous. (Some careers listed may be hotel front office clerks, telephone information operators, and telephone sales solicitors.) |
| •Syllabication | 3. Pronounce by breaking them into syllables and applying rules for syllabication at least ten new words from oral readings selected by the teacher. | 2. Using examples from the list in Career Performance Objective 1 above, participate in a class discussion concerning reasons why<br>(Continued on following page) |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br>1. Give the students mimeographed exercises on initial and ending consonant substitutes. The same may be done for vowel sounds. You may devise short drill sessions or word games to teach sounds by consonant blends. Flash cards made by the students may be used to teach the vowel sounds.<br>2. Supply students with simple periodicals from which they are to list words that are new to them. They may exchange papers with classmates and use phonetic methods of pronouncing aloud the words on the classmates' lists.<br>3. Ask students to imagine that they are working as secretaries or businessmen who must divide words at the ends of lines in letters they are writing.<br><u>For Teaching Career Concepts</u><br>1. & 2. You may wish to name one working person, such as a hotel front office clerk, who should be able to pronounce proper names with a fair degree of accuracy. Mention that the most personal and important sound to a<br>(continued on following page) | <u>Curriculum</u><br>1. Textbook materials<br>2. Harlandale ISD AV Dept.<br><u>Who's Mispronouncing</u> (filmstrip)<br>3. Education Service Center<br><u>Reading for Beginners</u> (16 mm, color, 11 min)<br><br><u>Career</u><br>1. SRA Occupational Briefs<br>#13 <u>Hotel and Motel Workers</u><br>#20 <u>Telephone Operators</u><br>2. "Appendix B," pp. 72, 82<br>3. <u>Occupational Outlook Handbook</u> | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| | The student is able to perform the following activities: | (Continued)<br>the ability to pronounce new names phonetically will improve one's job ability. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Career Concepts<br>(Continued from preceding page)<br>person is that of his own name.<br>See the job description appendix for condensed job descriptions. | | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br><br>•Interpreting ideas implied but not directly stated<br><br>•Figurative language<br><br>•Literal expressions | The student is able to perform the following activities:<br><br>1. Identify orally at least three examples of figurative or connotative language found in selected readings.<br><br>2. Define in his own words and illustrate by at least one example the difference between figurative and literal language.<br><br>3. Explain in his own words the difference between an inference and an implication.<br><br>4. Find two examples of inference in selected readings. | Career Concept<br><br>The ability to record facts literally and factually is an important requirement in some professions.<br><br>Career Performance Objectives<br><br>The student is able to perform the following activities:<br><br>1. Record, after witnessing a staged performance by his classmates, the events of the performance as he remembers them.<br><br>2. Discuss, after a comparison of several of the papers prepared in Performance Objective 1 above, the importance of factual reporting in careers such as highway patrolman, purchasing agent, and insurance investigator. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br><br>1. Provide the students with the definitions of denotation and connotation. Explain that connotations are meanings "between the lines."<br><br>2. "The Highwayman" by Noyes provides excellent examples of the various figures of speech.<br><br>3. & 4. Use the newspaper or a magazine for the best examples of implication and inference, especially in the advertisements.<br><br>For Teaching Career Concepts<br><br>1. & 2. Use the example of law enforcement. The highway patrolman must conquer any bias he might feel toward an abusive drunk when he relates the facts to a judge. | Curriculum<br><br>1. Textbook materials<br><br>2. Harlandale ISD AV Dept.<br><br>Prose and Poetry-Album 2, "The Highwayman" (record)<br><br>Career<br><br>1. SRA Occupational Briefs<br><br>#97 Purchasing Agent<br>#238 Insurance Adjuster<br><br>2. "Appendix B," pp. 73,80<br><br>3. Occupational Outlook Handbook | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| COMPREHENSION SKILLS<br>•Sequence and relevance of ideas | The student is able to perform the following activities:<br>1. Differentiate, to the teacher's satisfaction, in textbook or prepared exercises, between relevant and irrelevant ideas in relation to a given topic. | Career Concept<br>Discrimination of relevance of ideas plays an important role in some careers.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. List at least five careers in which determining relevance of written data would be important. |
| | 2. Determine in textbook or prepared exercises the correct sequence of a series of at least five events as they would be used in a narrative paragraph. | 2. Participate in a class discussion of the careers named in Career Performance Objective 1 above. Some careers discussed may be those followed by such people as developmental psychologists, drama critics, nurses, market research specialists, and historians. |
| •Finding the topic sentence | 3. Select the topic sentences from at least five paragraphs in prepared or textbook exercises. | |
| •Composition of narrative paragraph | 4. Write a five- or six-sentence narrative paragraph with a topic sentence as the beginning sentence. | |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br><br>1. From a list of perhaps seven or eight statements which you have formulated, have the class discuss the five which are clearly relevant to the same topic. From this list or a similar one, have the class attempt to build a paragraph using all of the sentences to observe how awkward the unrelated sentences make the construction.<br><br>2. Prepared examples with a very clear chronological order, or steps in a common everyday procedure might be helpful.<br><br>3. Reader's Digest articles are very good sources of well-written paragraphs with clearly stated topic sentences. Some paragraphs with topic sentences deleted may be reproduced, with instructions for the students to write their own topic sentences to be compared with the originals.<br><br>4. Review the narrative paragraph by showing in one of the paragraphs in the text that events are arranged in chronological order and generally tell a story or describe a happening. Encourage imaginative, far out ideas in this first paragraph. | Curriculum<br><br>1. Textbook materials<br><br>2. Harlandale ISD AV Dept.<br><br>Thinking in Paragraphs<br>Topic Sentence Power<br>Paragraph Unity Power<br>Paragraph Development<br>(All above are filmstrips with records)<br><br>Building a Paragraph, Steps 1 - 9 (filmstrip)<br><br>Career<br><br>1. SRA Occupational Briefs<br><br>#137 Psychologists<br>#70 Nurses, Registered<br>#210 Marketing Research Workers<br>#377 Historians<br><br>2. "Appendix B," pp. 70, 71<br><br>3. Occupational Outlook Handbook | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| COMPOSITION<br>•Classification of paragraphs<br>•Composition of different types of paragraphs | The student is able to perform the following activities:<br>1. Classify at least five paragraphs (or paragraphs selected from current reading) into one of the following categories: (a) sentences about the same subject, (b) sentences about a single sequence of events, (c) sentences that explain part of the same process, step by step, (d) sentences that supply details needed to support a general statement, and (e) sentences used to contrast or compare.<br>2. Create, under close teacher supervision, one short paragraph to illustrate each of the five categories named in Curriculum Performance Objective 1 above, using a clearly stated topic sentence at the beginning of each paragraph. | Career Concept<br>Success in many fields depends on the ability to convey complex ideas and processes to others.<br>Career Performance Objective<br>The student is able to perform the following activity:<br>1. Create, under careful teacher supervision, single paragraphs in the following categories: (a) sentences detailing the education required to enter a career field of choice, (b) sentences detailing step-by-step a process involved in a career of interest, (c) sentences explaining, in correct time sequence, the procedure in applying for a job in a career field, (d) sentences to support this or a similar statement: "In my chosen career, there are a<br>(Continued on following page) |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br>1. & 2. After listing the classifications of paragraphs, ask the students to decide which of each of the following would use each type of construction: stamp collector, boxing announcer, chemist, debater, or the detergent promoter (not of Brand X); or, have the students name the jobs. This may be a stepping stone to the writing of the paragraphs by students who assume the various roles mentioned above for their creativity.<br><u>For Teaching Career Concepts</u><br>1. Discuss with the students that putting thoughts down in a written composition will generally help clarify their thinking; errors in chronology, logic, and arrangement will be more readily evident. | <u>Curriculum</u><br>1. Harlandale ISD AV Dept.<br><u>Steps in Building a Paragraph</u>,<br>Steps 1 - 9<br>(filmstrip)<br>2. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| | The student is able to perform the following activities: | (Continued from preceding page) number of ways I can contribute to society," and (e) sentences used to compare a career of today with (1) one in another country, (2) this same career in the future, (3) this same career in the past, or (4) this career with another career. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts | Career<br>1. Harlandale ISD AV Dept.<br>Career Planning in a Changing World (filmstrip)<br>2. Encyclopedia of Careers and Vocational Guidance, Volume I | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br>•Drama<br>•Dramatic terms<br>•Oral reading of drama | **The student is able to perform the following activities:**<br>1. Define in his own words, after receiving written definitions from the teacher, the following basic terms relevant to the study of drama: dialogue, scene, comedy, tragedy, farce, and stage directions.<br>2. From a play selected by the teacher for class reading, read aloud a portion or role as assigned by the teacher.<br>3. Answer correctly 80% of a short answer test developed by the teacher covering dramatic terms and one or more plays read by the class. | Career Concept<br>Most careers are interdependent with other careers.<br>Career Performance Objective<br>The student is able to perform the following activity:<br>1. Play a role in an unscripted classroom drama involving any number of different fields of work. Perhaps these characters may meet at a ball game, P. T. A., or church club and discuss their working day events. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br><br>1. You may have the students study a diagram of a stage and make their own diagram labeling the different parts. Some students may wish to make a model with the scale setting for one of the plays which they have read.<br>2. Students can script and produce their own play, writing dialogue and stage directions and designing costumes and sets.<br>3. Limit the questions to those items specifically covered in class discussion.<br><u>For Teaching Career Concepts</u><br>1. Urge students to lose themselves in their parts. Spontaneity in their conversations will make the drama more meaningful for them and also present a more realistic picture of their feelings and attitudes toward work. | <u>Curriculum</u><br><br>1. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br>•Composition of character sketch | The student is able to perform the following activities:<br>1. Write a 30- to 50-word character sketch based on author's clues in one of a group of selected readings. | Career Concept<br>Work is noble and good and is essential for a meaningful existence.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. Write a 30- to 50-word character sketch of the working parent. |
| •Use of vivid verbs and descriptive adjectives | 2. Use vivid verbs and at least five descriptive adjectives in writing a 50-word character sketch of one of his classmates. | 2. Participate in a class discussion during and after the class has been addressed by one or more parents who will discuss their jobs before the class. |
| •Use of chronological arrangement of events in composition | 3. Employ chronological arrangement in a 30- to 50-word paragraph describing a personal experience in dealing with a problem. | |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br>1. Explain that a character sketch does more than give a picture of the subject, that it may tell something of his personality, emotions, and character. Read to them one striking character sketch. Dicken's "A Christmas Carol" contains some excellent short paragraphs on Scrooge, and Irving's "Rip Van Winkle" has some excellent illustrative paragraphs on Rip and Wolf.<br>2. Encourage the writer to look for the positive qualities of his subject. Emphasize use of one or two highly individualistic characteristics. Perhaps the sketch should be limited to purely physical characteristics.<br>3. Let a discussion of ego lead into the idea that the writing should be unbiased.<br><u>For Teaching Career Concepts</u><br>1. The student may write about any employed adult, if writing about a parent is not appropriate.<br>2. Perhaps a session the day before the visit reviewing courtesy, avoidance of embarrassing questions, and use of relevant questions would be helpful. | <u>Curriculum</u><br>1. Harlandale ISD AV Dept.<br><u>Painting with Words</u><br>(filmstrip)<br>2. Education Service Center<br><u>Your Communication Skills--Writing</u><br>(16 mm, color, 11 min)<br>3. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br><br>•Elements of fiction | The student is able to perform the following activities:<br>1. List and define, after being given the information by the teacher, the essential elements of fiction: setting, conflict, plot, characters, and theme. | Career Concept<br>Positive attitudes are necessary to overcome conflicts and pressures encountered in all jobs.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. List at least one conflict which might arise in a particular career. Some conflicts named may be those associated with personality, status, and job conditions.<br>2. Participate in a class discussion of solutions to the conflicts named in Career Performance Objective 1 above. |
| •Oral report | 2. Give an oral report of a favorite short story pointing out theme, characters, setting, conflict, and giving a brief summary of the plot. | |

(Continued on following page)

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br><br>1. You may wish to teach theme, setting, plot, conflict, and characterization by using short illustrative paragraphs or excerpts from fiction. Equate theme with the "idea about life" that the student finds in the excerpts. The student can name the time, place, and general environment from excerpts. Supply a list of events which the student can arrange in a natural order of occurrence to teach plot. Short selections from literature can show what a person is struggling to overcome, thus emphasizing conflict. If the student chooses two well-known people from a list you supply and describes their physical appearances, their personalities, and their outlooks on life, he will get an idea of characterization.<br><br>2. This may be handled as a panel discussion, with each member of the panel (each having read the same story), reporting on one of the five areas of fiction. | Curriculum<br><br>1. Harlandale ISD AV Dept.<br><br>Prose and Poetry--Album 3, "The Ransom of Red Chief" (record)<br><br>2. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE (Continued from preceding page) | The student is able to perform the following activities: | |
| •Oral book report | 3. Read a fiction book of his choice and present an oral report of not more than five minutes nor less than three minutes stressing the desirable qualities of the book in an attempt to persuade the other students to read the book. | |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br><br>3. Prepare a list of books from which the student is to make his choice. This would be a good chance to work in books dealing with exciting careers. The report might deal only with the conflict which the main character must resolve. Perhaps the students should present the conflict but purposely omit telling the solution.<br>For Teaching Career Concepts<br>1. & 2. An example given by you may spur thinking by the students. Such an illustration may refer to one who must choose between remaining in a position paying little but which he thoroughly enjoys and moving to a more highly paid job which he abhors. | Curriculum<br>1. Harlandale ISD AV Dept.<br>Giving a Book Report (filmstrip)<br>2. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br><br>•Character analysis | **The student is able to perform the following activities:**<br><br>1. State in his own words to the teacher's satisfaction the motives and inner drives of at least one character in selected readings which have historical settings and which emphasize the human side of history.<br><br>2. Verbally predict to the teacher's satisfaction the outcome of one selected reading by the use of character analysis.<br><br>3. Participate in a class discussion of historical events as being valuable sources for enjoyable reading. | Career Concept<br><br>Technological changes have brought about many changes in methods of doing jobs and in opportunities for work.<br><br>Career Performance Objectives<br><br>The student is able to perform the following activities:<br><br>1. List at least ten job fields which have come into existence since 1950.<br><br>2. Participate in a class discussion speculating about the new fields which may appear in the student's future, with some emphasis on the education which he would need to succeed at these new jobs. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br>1. Lead your students to understand that the motives of our historical figures were complex; that our legends and histories often ignore the human qualities, drives, and hangups, and state the motives in terms of effects only.<br>2. Designate a point in the selection at which the student has been given a character study but not the final outcome of the situation. Have him write informal solutions or predictions, a number of which are to be read to the class.<br>3. Suggest that some of the most exciting history of all time is being made now, such as the moon landings and Mr. Nixon's trip to China, and turn the discussion toward the types of literature which will grow out of these endeavors.<br><u>For Teaching Career Concepts</u><br>1., 2., & 3. Some career personnel who may be discussed are aerospace engineers, television service technicians (especially in the areas of color television, closed circuit communication, and solid state devices), auto mechanics (in relation to anti-pollution devices and wankel rotary engines), and data-processing equipment servicemen. | <u>Curriculum</u><br>1. Textbook materials<br><br><u>Career</u><br>1. SRA Occupational Briefs<br>#201 <u>Aerospace Engineer</u><br>#346 <u>Service Technicians, Radio and Television</u><br>#85 <u>Mechanics, Automotive</u><br>#323 <u>Serviceman, Data Processing Machine</u><br>2. "Appendix B," pp. 67, 68, 69, 82<br>3. <u>Occupational Outlook Handbook</u> | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| STUDY SKILLS<br><br>•Acquiring proficiency in using the card catalog and standard library reference materials<br><br>•Dewey Decimal System | **The student is able to perform the following activities:**<br><br>1. Use the Reader's Guide to Periodical Literature to list five references on a subject selected from a list offered by the teacher.<br><br>2. Demonstrate by drawing a floor plan of the school library that he knows where the various sources of information are located: card catalog, non-fiction books, fiction books, unabridged dictionary, reference books, the world globe, and charge-out desk.<br><br>3. Match, in an objective test, without any errors, the Dewey Decimal numerical categories with the appropriate subject categories.<br><br>4. Answer with 80% accuracy objective and fill-in-the-blank items on the card catalog: its uses, its information, and its arrangement.<br><br>(Continued on following page) | Career Concept<br><br>As much information as possible should be acquired about careers that might be undertaken.<br><br>Career Performance Objectives<br><br>The student is able to perform the following activities:<br><br>1. List at least two articles pertaining to a job cluster of his choice by title, author, and periodical name.<br><br>2. List from the card catalog at least two books by author and title dealing with a cluster of interest to the student.<br><br>3. Read with the purpose of making an oral report one of the books listed in Performance Objective 2 above. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br>1. Borrow a volume of the Reader's Guide to Periodical Literature to bring to class so that you may show the students how the material is arranged.<br>2. Make prior arrangements with the librarian so that the students may wander through the library, if necessary, to locate the various components. Your help in pointing out sources which the student cannot find will be necessary.<br>3. Memory work on the part of the student is necessary to become familiar with the Dewey Decimal System.<br>4. This test could be in the form of a single book card (reproduced) with specific questions about various parts of this card.<br>For Teaching Career Concepts<br>1.-3. The teaching suggestions shown above should also apply to career performance objectives. | Curriculum<br>1. San Antonio Public Library<br>How to Use the Reader's Guide (16mm, color, 12 min.)<br>The Fifth Freedom (16 mm, color, 15 min.)<br>Library Story (16 mm, color, 15 min.)<br>2. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| STUDY SKILLS (Continued)<br><br>•Expository paragraph | The student is able to perform the following activities:<br><br>5. Use the library resources to write a single paragraph of approximately 50 words on a subject approved by the teacher.<br><br>6. Select a fiction book for a report. | |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br>5. Provide a list of subjects from which the student may choose his topic. Use of famous persons, places, holidays, and historical events may be sources for your list.<br>6. Books should be selected from the school library. | | |

7th Grade Reading and Composition

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br><br>•Poetic literary devices<br><br>•Simile<br>•Metaphor<br>•Personification<br><br>•Oral interpretation of poetry | **The student is able to perform the following activities:**<br><br>1. Participate in a class discussion of poetic literary devices and figures of speech.<br><br>2. Identify in poetry selected by the teacher two examples each of simile, metaphor, and personification.<br><br>3. Create five similes, five metaphors, and five personification devices in his own writing.<br><br>4. Participate in oral interpretation of at least 30 lines of poetry.<br><br>5. Participate in a class discussion of the purpose and meaning of poems assigned by the teacher.<br><br>6. Answer with 80% accuracy an objective test on the figures of speech. | <u>Career Concept</u><br><br>Fine arts and humanities may become careers and not just avocations.<br><br><u>Career Performance Objectives</u><br><br>The student is able to perform the following activities:<br><br>1. Participate, using the study of selected poetry as a springboard, in a class discussion of the various fine arts and humanities areas in which livelihoods may be earned, such as those followed by actors, film editors, women's clothing designers, interior decorators, and floral designers.<br><br>(Continued on following page) |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br><br>1.-3. Have students suggest examples of alliteration, simile, and metaphor, and place some of their examples on the chalkboard. The students may enjoy creating "Tom Swifties": "He's smart as a fox," Tom said slyly; "You'll walk the plank, m' lad," said Captain Hook off-handedly.<br><br>4. Perhaps a section of a long poem could be read as a part of a larger class effort. You may wish to have students who are reluctant to read to the group read to you individually.<br><br>5. Biographical information about the poet may help the student understand the work. Ask the student to feel the mood.<br><br>5. A brief 20-item test taking fifteen minutes may be adequate.<br><br>For Teaching Career Concepts<br><br>1. A discussion of a television program which most of the students have seen and liked can lead into a discussion of the people who are involved in its production, and other creative fields can be drawn in as the students indicate specific interests. | Curriculum<br><br>1. Harlandale ISD AV Dept.<br><br>Prose and Poetry-Volume I, "How They Brought the Good News from Ghent to Aix," and "Hiawatha" (record)<br><br>2. Textbook materials<br><br>Career<br><br>1. Sra Occupational Briefs<br><br>#62 Actors and Actresses<br>#329 Film Editors<br>#142 Fashion Designers<br>#8 Interior Designers and decorators<br>#323 Florists<br><br>2. "Appendix B," pp. 66, 71, 72, 73, 84<br><br>3. Occupational Outlook Handbook | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| | The student is able to perform the following activities: | (Continued from preceding page)<br>2. Create a poem, a short-short story, a drawing, a painting, a short one-act play, or a model which he displays, reads, or otherwise presents to the class, which then names through discussion at least five related careers which help to market this creative product. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Career Concepts<br>(Continued from preceding page)<br>2. Perhaps this could be a bulletin board exercise, with each student labeling the career concerned, along with the names of the five related careers. | | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br><br>•Oral interpretation of narrative poetry<br><br>•Poetic devices<br>•Imagery<br>•Mood<br>•Setting<br>•Visualization | The student is able to perform the following activities:<br><br>1. Participate in a class discussion of the purpose and meaning of a poem read aloud by the class.<br><br>2. Contribute to class discussion of such poetic devices as imagery, mood, setting, and visualization of characters and setting in the poetry read. | <u>Career Concept</u><br><br>Some poetic techniques are applicable to the field of music.<br><br><u>Career Performance Objective</u><br><br>The student is able to perform the following activity:<br><br>1. Name at least two poetic devices or techniques which would possibly be used in the writing of song lyrics. Some of the devices named may be use of rhyme, alliteration, simile, metaphor, and mood. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br>1. & 2. Use of a recording of poetry would be a good introduction to this lesson. Excellent recordings are available of "The Highwayman," "Paul Revere's Ride," and "The Raven."<br><br><u>For Teaching Career Concepts</u><br>1. Some popular lyricists whose names may inspire student discussion are Burt Bacharach, Paul Simon, John Lennon, Paul McCartney, Bobby Vinton, Hoagy Carmichael, and Stephen Foster. | <u>Curriculum</u><br>1. Education Service Center<br><u>Paul Revere's Ride</u><br>(16 mm, color, 10 min.)<br>2. Textbook materials<br><br><u>Career</u><br>1. SRA Occupational Briefs<br>#396 <u>Composers</u><br>2. "Appendix B," p. 75<br>3. <u>Occupational Outlook Handbook</u> | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br>•Folk tale | The student is able to perform the following activities:<br>1. Read at least three "folk tales" from various sources and discuss one of these tales as a member of a panel.<br>2. Contribute to a discussion of unique features of the "folk tale" or "tall tale."<br>3. Create, as an individual or as part of a group, a "tall tale" to be read to the class. | Career Concept<br>Meaningful work enhances "self-image."<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. Discuss, after reading about such mythical laborers as Paul Bunyan, Casey (the baseball player), Casey Jones (the engineer), and John Henry, the dedication which would inspire such literary works. |
| •Vocabulary development<br>•Context clues<br>•Use of the dictionary | 4. Participate in a class discussion of the meanings of new words as derived from the context in oral readings of folk tales.<br>5. Quickly and efficiently find at least ten of the words discussed in Performance Objective 4 above in the dictionary to verify meaning derived from the context. | 2. Create, as an individual or as part of a group, a tall tale based on the actual exploits of a modern hero closely related to a career field of his choice. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br><br>1. Have students listen to one or more recordings of some songs related to folk heroes. "Casey at the Bat" and "Casey's Revenge" should be interesting to the students.<br><br>2. From a bulletin board display or from readings, initiate a discussion of folk heroes and their characteristics, especially the traits which prompted authors to celebrate these people in stories and songs.<br><br>3. Encourage exaggeration, even to the point of ludicrousness, in this very brief composition.<br><br>4. & 5. Students may be divided into teams of four or five members. The first team which has recorded definitions of all ten words is declared winner.<br><br><u>For Teaching Career Concepts</u><br><br>1. & 2. The teaching aids suggested above may be applicable to teaching the career concepts, but the composition should stay closer to fact, with use of controlled exaggeration. Some modern heroes to suggest are Mark Spitz, Dr. Dooley, Dr. Wernher Von Braun, Dr. Henry Kissinger, Willie Mays, Lee Trevino, or Roger Staubach. | <u>Curriculum</u><br><br>1. Education Service Center<br><br><u>Casey at the Bat</u> (16 mm, color, 8 min.)<br><u>William Tell</u> (16 mm, color, 11 min.)<br><u>Paul Bunyan--Lumber Camp Tales</u> (16 mm, color, 11 min.)<br><br>2. Textbook materials<br><br><u>Career</u><br><br>1. SRA Occupational Briefs<br><br>#36 <u>Professional Athlete</u> | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| PARAGRAPH COMPOSITION<br>• Narrative paragraph | The student is able to perform the following activities:<br>1. Construct one narrative paragraph of approximately 35 words beginning with a clearly stated topic sentence. (The paragraph should be based on or grow out of an outside reading approved by the teacher.)<br>2. Read his paragraph to the class with the goal of persuading the class to read his selection. | Career Concept<br>Knowledge of a variety of careers aids career choice.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. Write a 35-word paragraph detailing the desirable qualities of a job in his cluster of preference, but which he has not yet studied for this class.<br>2. Read his paragraph to the class with the aim of broadening all of the students' knowledge of job varieties. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts and Career Concepts<br>1. & 2. Review the importance and use of topic sentences. Some drill in selecting topic sentences from readings should be performed before the composition. | Curriculum<br>1. Textbook materials<br><br>Career<br>1. Occupational Outlook Handbook | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| COMPOSITION OF MORE THAN ONE PARAGRAPH | **The student is able to perform the following activity:**<br>1. Write a book report on a fiction book in which he uses three separate paragraphs of approximately 50 words each dealing respectively with the setting and main characters, a brief description of the main characters, and a very brief summary of the plot, with emphasis on use (with careful guidance by the teacher) of transitional words or phrases between paragraphs | Career Concept<br>There are problems to face and overcome in any field of work.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. Read a biography of his choice, dealing preferably with a person related to his cluster preference.<br>2. Write a book report on the biography read in Career Performance Objective 1 above composed of three separate 50-word paragraphs dealing respectively with a brief summary of the biographical statistics, problems which the main character had to overcome or problems inherent in his choice of career, and rewards or goals the protagonist achieved or wished to achieve. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br>1. Introduce the words <u>first</u>, <u>second</u>, and <u>finally</u> as excellent words of transition for the paper being written. Some of the students may wish to try such devices as "This setting serves as a good background for the book's characters."<br><br><u>For Teaching Career Concepts</u><br>1. & 2. The students may need to be reminded of the way to locate a biography in the school library. Emphasize and explain transitional devices as you would for the curriculum concept. | <u>Curriculum</u><br>1. Harlandale ISD AV Dept.<br><u>Building Better Paragraphs</u> (16 mm, b/w, 10 min.)<br>2. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| DIFFERENTIATING RATE OF READING ACCORDING TO PURPOSE<br><br>•Vocabulary development<br>•Context clues<br>•Use of the dictionary<br><br>•Paragraph using supporting sentences | **The student is able to perform the following activities:**<br><br>1. Experience the need for different rates of reading in varying types of reading materials by reading for pleasure (fiction), and reading for fact retention (science and history) and comparing the time spent per page on each type of reading.<br><br>2. Answer correctly 80% of 20 items on a test constructed by the teacher on at least three teacher-selected articles dealing with science and/or nature.<br><br>3. Prepare lists of at least ten new vocabulary words gained from this reading, along with dictionary meanings.<br><br>4. Write a paragraph with a clearly stated topic sentence supported by sentences to support a general statement on a teacher approved topic such as "The Most Important Invention," or "The Most Important Discovery." | Career Concept<br><br>Reading skill is vital to some but not to all fields of work.<br><br>Career Performance Objective<br><br>The student is able to perform the following activity:<br><br>1. Participate in a class discussion of careers in which reading difficult materials is necessary, such as ceramic engineering, library science, oceanography, and urban planning; and in the same discussion examine jobs which require less intensive reading, such as those followed by barbers, automobile parts countermen, farmers, private household workers, and telephone linemen and cable splicers; finally, consider workers needing almost no reading skill, such as day laborers, building custodians, and taxi drivers. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br>1. Encourage skimming techniques, such as reading of headlines, sub-headings, and first sentences of paragraphs. Emphasize that some reading for content, such as reading of science for retention of facts, requires a different type of careful reading.<br>2. Allow the students to read carefully and as slowly as is necessary.<br>3. Each student may pronounce and explain the meaning, in his own words, of one of the words from his list.<br>4. Stress original thinking; some of the simplest items may be considered most important.<br>For Teaching Career Concepts<br>1. Emphasize that all of the occupations discussed require the ability to read, but that some require intensive and extensive reading to master background and everyday duties while some jobs require only the reading of simple directions, signs, and instructions. | Curriculum<br>1. Education Service Center<br>Developing Reading Maturity—Comparative Reading (16 mm, color, 11 min.)<br>2. Textbook materials<br><br>Career<br>1. SRA Occupational Briefs<br>#162 Barbers<br>#265 Household Workers<br>#28 Linemen and Cable Splicers<br>#109 Laborers<br>#43 Dairy Farmers<br>#366 Janitors, Apartment House<br>#158 Taxicab Drivers<br>#10 Public Librarians<br>2. "Appendix B," pp. 67, 68, 70, 74, 78, 81, 84<br>3. Occupational Outlook Handbook | |

7th Grade Reading and Composition

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| STUDY SKILLS<br>•Using library reference materials<br>•Outlining<br>•Oral presentation | The student is able to perform the following activities:<br>1. Use the reference materials in the library to record facts on a subject of personal interest.<br>2. Demonstrate the basic outlining technique by organizing the facts collected into a simple outline suitable as a guide for presenting a speech.<br>3. Give to the class a two-or three-minute speech based on the outline prepared above. | Career Concept<br>Outlining information on careers helps one think logically and systematically about job choice.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. Use the reference materials in the library to record pertinent statistics and facts on a career area of interest.<br>2. Arrange these facts into a simple, mechanically correct outline.<br>3. Present to the class a two- to three-minute speech closely follow- the outline. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts and Career Concepts<br><br>1. & 2. Mention to the class, for review, the various encyclopedias found in your library. Acquaint them with the Lincoln Library of Useful Information. Review the proper outlining form by placing a skeleton outline on the chalkboard. Suggest that this outline be limited to subtopics no smaller than those indicated by capital letters.<br>3. Suggest that the speaker choose one person in the class, and direct the speech to him. Have each class member write one good comment about the speaker or his speech. Collect the papers and after checking for "slams," read some to the class. | Curriculum<br><br>1. Harlandale ISD AV Dept.<br><br>Outline Power<br>(filmstrip with record)<br><br>2. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br>•Using author's word clues (word stimuli) as controls to visualization and imagination<br>•Oral presentation<br>•Descriptive paragraph<br>•Oral presentation | **The student is able to perform the following activities:**<br>1. Read at least three selections from his literature anthology or other source illustrating a strong use of descriptive writing.<br>2. Select and read aloud three or more paragraphs which are particularly descriptive.<br>3. Write and read to the class a single paragraph of approximately 50 words using descriptive techniques, employing a clearly stated topic sentence at the beginning or at the end of the paragraph. | Career Concept<br>The ability to speak and write using highly descriptive language is of benefit in some careers.<br>Career Performance Objective<br>The student is able to perform the following activity:<br>1. List at least two careers in which ability to use descriptive modifiers fluently and correctly would be advantageous. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br>1. Select a good example of descriptive writing, such as Hawthorne's retelling of "The Three Golden Apples," and read some descriptive sections aloud to the class. Have them close their eyes and try to picture the person or scene being described.<br>2.& 3. The students may use any source. Some of the students may wish to prepare illustrations which they display after, not before, reading their selections to the class.<br><u>For Teaching Career Concepts</u><br>1. Some of the careers named may be such as performed by insurance claims adjuster and real estate salesman. Most of the careers named will have already been covered in class previously, so perhaps you can inject new occupations into the discussion. | <u>Curriculum</u><br>1. Textbook materials<br><br><u>Career</u><br>1. SRA Occupational Briefs<br>#169 <u>Real Estate Agents</u><br>2. "Appendix B," p. 79<br>3. <u>Occupational Outlook Handbook</u> | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br>•Literature as a reflection of its region and culture<br>•Paragraph using comparison or contrast<br>•Friendly letter<br>•Library resources<br>•Composition | **The student is able to perform the following activities:**<br>1. Read at least five selections from the text anthology or other sources as approved by the teacher concerning culture in other lands, and participate in a class discussions of these selections.<br>2. Write a single paragraph of approximately 50 words using contrast by comparing one aspect of our culture to that of another country.<br>3. Write a friendly letter using correct form to a real or imaginary person in a foreign country.<br>4. Use library resources to select a book on travel or geography, and write a single paragraph report pointing out three items of interest in the book. | Career Concept<br>Career opportunities may require residence or travel in foreign lands.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. Participate in a class discussion of occupations which may take the worker to other countries, such as those followed by petroleum engineers, armed forces personnel, ministers, and merchant marine officers.<br>2. Name at least three advantages and three disadvantages of working on foreign soil. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br><br>1. Students may wish to prepare notebooks or bulletin board displays portraying life in foreign countries.<br>2. You may ask the students to compare cultures in one of the following areas: religion, government, arts, schooling, family, customs, or economics.<br>3. You may obtain names and addresses of foreign "pen pals" from several organizations for a small fee or from the school librarian. Perhaps some students will bring addresses of brothers serving in the armed forces overseas.<br>4. Review ways of finding specific books in the school library, such as using subject cards. Remind students that under the Dewey Decimal System the books are numbered 900-999.<br><br><u>For Teaching Career Concepts</u><br><br>1. & 2. This would be a good time to have someone who has traveled or worked abroad to address the students. Perhaps a parent, a teacher, or a serviceman could be invited. | <u>Curriculum</u><br><br>1. Textbook materials<br><br><u>Career</u><br><br>1. SRA Occupational Briefs<br>#208 <u>Petroleum Engineer</u><br>#67 <u>Clergymen</u><br>#53 <u>Merchant Seamen</u><br><br>2. "Appendix B," pp. 69, 76, 77<br><br>3. <u>Occupational Outlook Handbook</u> | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br><br>•Mythology<br><br>•Writing summaries | **The student is able to perform the following activities:**<br><br>1. Summarize in not more than 25 words each the story line of at least three representative myths from a list of at least eight provided by the teacher.<br><br>2. Copy from a chart provided by the teacher a genealogical table of gods, heroes, and monsters.<br><br>3. Spell and pronounce at least ten of the important characters from his chart of mythical beings.<br><br>4. Find and list from outside reading sources at least ten words in current usage, including trademarks, originating in mythology.<br><br>5. Complete with 80% accuracy an objective or fill-in-the-blanks test on characters in mythology.<br><br>6. Read to the class a newspaper article, magazine article, or other article showing the influence of mythology on modern language and culture. | Career Concept<br><br>A knowledge of mythology adds to the colorful language needed in some jobs.<br><br>Career Performance Objective<br><br>The student is able to perform the following activity:<br><br>1. Name one career which would be associated with each of the following phrases or terms of mythical derivation:<br><br>a. vulcanize (service station attendant, tire vulcanizer)<br>b. achilles' tendon (high school coach, podiatrist)<br>c. Mercury (new car salesman, tuna fisherman) |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br><br>1., 2., & 3. You may introduce the reading of myths with a bulletin board display of major gods and goddesses and the forces of nature which they represent. Your reading to the class a myth from Edith Hamilton's Mythology may stimulate interest. The students would probably enjoy a discussion of some of the monsters of mythology, such as the Minotaur, the Gorgons, the Cyclopes, and the Hydra.<br>4. You may have the students find pictures from advertisements of products using mythological names, such as Atlas tires, Venus pencils, and Ajax cleanser.<br>5. & 6. Suggest specific areas of modern culture that mythology influences, such as the motion picture industry, advertising, journalism, and art.<br>For Teaching Career Concepts<br>1. Make sure that the students have been exposed to the necessary mythological references before presenting this exercise. | Curriculum<br><br>1. Harlandale ISD AV Dept.<br>Theseus and the Minotaur (filmstrip)<br>Perseus and Medusa (filmstrip)<br><br>2. Mythology, Edith Hamilton<br><br>3. Textbook materials<br><br>Career<br><br>1. SRA Occupational Briefs<br>#60 Service Station Worker<br>#242 Athletic Coaches<br>#243 Podiatrists<br>#111 Automobile Salesmen<br>#49 Fishermen<br><br>2. "Appendix B," pp. 76, 77, 80, 83<br><br>3. Occupational Outlook Handbook | |

7th Grade Reading and Composition

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| VOCABULARY DEVELOPMENT | The student is able to perform the following activities:<br>1. Given a list of ten words by the teacher, use the dictionary to determine the country or language from which at least nine of the words are taken.<br>2. Given a list of 20 words by the teacher, list one definition and the part of speech of at least 18 words with the use of the dictionary. | Career Concept<br>Some careers depend on precise interpretations of the printed and spoken word.<br>Career Performance Objective<br>The student is able to perform the following activity:<br>1. Using the dictionary, record and discuss the meanings of these words: interpreter, translator, and lexicographer. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br><br>1. Some words which may be used are gauze, trousers, shoe, martinet, sandwich, bandage, fatigue, Mackinaw, hibachi, and liberty.<br><br>2. Several words may be looked up as a group project. Some students will need explanations of the abbreviations, and the location of each bit of information should be pointed out. A duplicated sheet of a single dictionary entry probably would be helpful to students.<br><br>For Teaching Career Concepts<br><br>1. Explain that these occupations are being covered mainly as unusual occupations and that there are few persons entering these professions. | Curriculum<br><br>1. Harlandale ISD AV Dept.<br><br>Word Origins (filmstrip)<br>Origins from Other Languages (filmstrip)<br><br>2. Textbook materials<br><br>Career<br><br>1. SRA Occupational Briefs<br><br>#143 Translators and Interpreters<br><br>2. "Appendix B," p. 74<br><br>3. Occupational Outlook Handbook | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| USE OF PREFACES AND OTHER INTRODUCTORY MATERIAL | The student is able to perform the following activity:<br>1. Identify each of the following parts of a book: preface or foreword, table of contents, title and publication information pages, and index. | |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br><br>1. Any available text or library book will suffice. As each part is identified, explain, or question the students, to bring out the importance and use of this portion of the book. | Curriculum<br><br>1. Education Service Center<br><br>How to Read a Book<br>(16 mm, color,<br>11 min.)<br><br>2. Harlandale ISD AV Dept.<br><br>How to Read a Book<br>(16 mm, b/w, 10min.)<br><br>3. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| USES OF THE NEWSPAPER<br>•Human interest item<br>•Parts of the newspaper<br>•Propaganda<br>•Author's point of view | The student is able to perform the following activities:<br>1. Read to the class one human interest item he has selected from a newspaper or magazine.<br>2. Participate in a classroom discussion in identifying uses of these newspaper sections: classified advertising, editorial page, financial section, and general advertisements.<br>3. Prepare a notebook or folder with at least one clipping to illustrate each of the following from a newspaper: editorial, cartoon, "Help Wanted" advertisement, "For Sale" advertisement, birth records, sports item, and society item.<br>4. After being given an explanation by the teacher of propaganda, find an editorial, political cartoon, or other item which he feels illustrates the use of propaganda. | Career Concept<br>The newspaper may be a valuable source of information for job seekers.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. Find and circle two "blind" "Help Wanted" advertisements.<br>2. Find and circle one advertisement placed by an employment agency.<br>3. Write and read to the class a "Help Wanted" advertisement for which he himself would like to apply as an adult. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br>1. - 4. Each student should have his own paper, if possible. Papers several days old can be used effectively. Read the class one example of a human interest item to acquaint them with the type. The notebook of clippings may be more attractive if done as extra credit work.<br><u>For Teaching Career Concepts</u><br>1. & 2. Give the students a sample of each kind of ad, either clipped from the paper or created by you. Explain the benefits and hazards of answering both kinds of ads.<br>3. Encourage the student to state his advertisement realistically both in terms of requirements and benefits. | <u>Curriculum</u><br>1. Textbook materials<br>2. Local newspapers | |

7th Grade Reading and Composition

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| READING SKILLS<br><br>•Summarizing<br><br><br><br><br><br><br>•Outlining technique | The student is able to perform the following activities:<br>1. Write one-sentence summaries of at least ten paragraphs in a selected article in the Reader's Digest or the text anthology.<br>2. Answer with 80% accuracy a teacher constructed objective test based on the article read in Performance Objective 1 above.<br>3. Prepare a mechanically and logically correct outline of one selected article from the Reader's Digest or other source using complete sentences and subheads no smaller than those designated by capital letters. | Career Concepts<br><br>Self evaluation helps in making a career choice.<br><br>Career Performance Objective<br><br>The student is able to perform the following activity:<br><br>1. Using the correct sentence outline form limited to subheads no smaller than those designated by capital letters, prepare a self-analysis guide covering his strengths, weaknesses, experiences, ambitions, and educational goals. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br><br>1. & 2. Practice with the students on summarizing other paragraphs before assigning this work. The organization of writing in the Reader's Digest is generally excellent for this type of exercise.<br>3. You may wish to provide some students with the skeleton of the outline with only blanks to be filled in. Otherwise, review outline form before assigning the work.<br>For Teaching Career Concepts<br>1. Caution the students not to ignore their strengths. Some of them will tend to be too self-deprecatory. Suggest that an evaluation such as this may help them in making a decision, not necesarily today, but in time, with which they can be happy. | Curriculum<br><br>1. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| SKILLS BASIC TO THE READING OF LITERATURE<br><br>•Paraphrasing<br><br>•Poetic devices<br>•Rhythm<br>•Punctuation<br>•Mood<br>•Tone<br><br>•Oral interpretation of poetry<br>•Rhyme scheme<br>•Personification<br>•Metaphor<br>•Simile<br>•Onomatopoeia<br>•Alliteration | **The student is able to perform the following activities:**<br><br>1. Paraphrase the meanings of at least five poems selected by the teacher.<br><br>2. Read aloud a poem which he has selected, showing awareness of rhythm, punctuation, and mood or tone.<br><br>3. On a test prepared by the teacher, correctly select from at least three examples of poetic metrical feet that which is iambic, and identify correctly examples of each of the following: personification, metaphor, simile, onomatopoeia, and alliteration. | Career Concept<br><br>All work is honorable and should be accorded dignity.<br><br>Career Performance Objectives<br><br>The student is able to perform the following activity:<br><br>1. Read at least one teacher-selected poem and participate in class discussion of the theme of the nobility and honor of work reflected in this poem. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| <u>For Teaching Curriculum Concepts</u><br>1. & 2. Ask the students to decide which is more pleasing, the paraphrased interpretation or the poem. Explain that all poetry is not for all people, but that this form of literature has its place as does rock music or symphonic orchestration.<br>3. Samples of iambic pentameter and of each of the figures of speech should be placed on the board. Show that the iambic meter can be read smoothly, without a sing-song effect. Indicate that the rhythm is largely an appeal to the subconscious desire for rhythm.<br><u>For Teaching Career Concepts</u><br>1. Some poems which you may choose to present to the class are Wordsworth's "The Solitary Reaper," Coffin's "America Was Schoolmasters," Guiterman's "The Pioneer," and R. C. Benet's "Clara Barton." | <u>Curriculum</u><br>1. Textbook materials | |

| Curriculum Concepts | Curriculum Performance Objectives | Career Concepts and Career Performance Objectives |
|---|---|---|
| MECHANICS<br>•Business letter | The student is able to perform the following activities:<br>1. Position correctly on a page and punctuate correctly the disarranged parts of five business letters (with the word body used instead of text).<br>2. Write a correct business letter to place an order, to request information, or to handle other "business." | Career Concept<br>Written communications are necessary in some types of job seeking.<br>Career Performance Objectives<br>The student is able to perform the following activities:<br>1. Study and discuss a sample letter of job application provided by the teacher.<br>2. Write a neat, correct letter of job application in response to an actual or teacher-written "Help Wanted" advertisement. |

| Suggested Teaching Methods for Curriculum and Career Concepts | Materials | Teacher's Comments |
|---|---|---|
| For Teaching Curriculum Concepts<br>1. & 2. Write on the chalkboard or duplicate a sample of a business letter. Discuss the necessity for each part, and explain the differences between a business letter and a friendly letter and the reasons why. A real thank-you business letter to a businessman who has addressed the class might be prepared and mailed as a practical exercise.<br>For Teaching Career Concepts<br>1. & 2. The suggestions above apply; in addition, stress that a letter of application must be as nearly perfect in form, neatness, content as is humanly possible, since this is generally the only way the employer has of deciding whether to grant a personal interview. | Curriculum<br>1. Textbook materials | |

# Appendix A

## Selected Condensed Job Descriptions

Following is a list of the condensed job descriptions which are alphabetically arranged in Appendix A.

1. Actor and actress
2. Aerospace engineer
3. Automobile mechanic
4. Automobile parts counterman
5. Barber
6. Building custodian
7. Clergyman
8. Data processing equipment serviceman
9. Day laborer
10. Developmental psychologist
11. Drama critic
12. Film editor
13. Floral designer
14. Front office clerk (hotel)
15. Insurance claims adjuster
16. Interior designer
17. Interpreter
18. Librarian
19. Locomotive engineer
20. Lyricist
21. Merchant marine licensed officer
22. New car salesman
23. Petroleum engineer
24. Podiatrist (chiropodist)
25. Private household worker
26. Professional athlete
27. Purchasing agent
28. Real estate salesman
29. Service station attendant
30. State police officer
31. Steel worker
32. Taxi driver
33. Telephone operator
34. Television and radio service technician
35. Tire vulcanizer
36. Tuna fisherman
37. Urban planner
38. Women's clothing designer

## Actor and Actress

Nature of work: To perform in plays, radio productions, television productions, and motion pictures.

Requirements:
- No specific education required.
- Dramatic training in college or drama schools helpful.
- Ability to work long hours.
- Good memory.
- Extreme commitment to a profession.
- Talent in dramatics.

Outlook: Chances for great success are rare. Frustration and disappointment must be borne by the dedicated who finally succeed.

Pay: Highly variable, possibly as low as $75 per week and as high as thousands of dollars per week.

For additional information:

Actors' Equity Association
165 West 46th Street
New York, New York 10036

Screen Actors Guild, Inc.
7750 Sunset Boulevard
Hollywood, California 90046

## Aerospace Engineer

Nature of work: To work in all phases of aerospace development from initial planning and design to final manufacturing and testing. Generally, these engineers specialize in one area of aeronautical engineering such as structural design, navigational guidance and control, instrumentation and communication, simulation, propulsion, materials, testing, or production methods.

Requirements:
- College degree required, with master's required and Ph. D. highly desirable.
- Ability to perform self-directed research.

Outlook: The level of defense expenditure largely determines the demand for this specialty.

Pay: Approximately $12,000 - $24,000.

For additional information:

American Institute of Aeronautics and Astronautics, Inc.
1290 Avenue of the Americas
New York, New York 10019

## Automobile Mechanic

Nature of work: To perform preventive maintenance, diagnose breakdowns, and make repairs. Some areas of specialty are automatic transmission repair, front end repair, brake repair, automobile radiator repair, automobile air conditioning repair, and tune up.

Requirements:
- No specific education required.
- High school diploma and auto repair courses in school are beneficial.
- Participation in an on the job training program may be required.
- High degree of mechanical aptitude and skill with hands.
- Ability to use hand tools.

Outlook: Moderate growth of demand through the 70's.

Pay: Approximately $600 - $1,000 month.

For additional information:

Automobile Service Industry Association
230 North Michigan Avenue
Chicago, Illinois 60601

## Automobile Parts Counterman

Nature of work: To sell replacement parts and accessories for automobiles, trucks, and other motor vehicles. This involves identifying parts which customers need, locating parts in the stockroom, determining prices, and completing the mechanics of the sale.

Requirements:
- High school education not required but helpful.
- Good memory.
- Mechanical and numerical aptitude.
- Ability to use devices for measuring fan belts, bolts, and other mechanical parts.

Outlook: Moderate increase in employment through the 70's.

Pay: Approximately $2 - $ 4 per hour.

For additional information:

Automotive Service Industry Association
230 North Michigan Avenue
Chicago, Illinois 60601

## Barber

Nature of work: To give haircuts, scalp treatments, shaves, facial massages, and shampoos.

Requirements:
- Eighth grade education generally required.
- Graduation from a state approved barber school.
- Ability to pass a state examination.
- Ability to stand long hours.
- Willingness to perform routine and repetitive activity.

Outlook: Employment will probably be very slow through the 70's.

Pay: Approximately $150 - $ 250 per week.

For additional information:

National Association of Barber Schools, Inc.
750 Third Avenue
Huntington, West Virginia 25701

## Building Custodian

Nature of work: To be responsible for the upkeep and maintenance of office buildings, schools, hospitals, and other buildings. Duties involve cleaning, mopping, operating cleaning equipment, opening and closing buildings, and may include minor repair of buildings and maintenance of grounds.

Requirements:
- No formal education required.
- Shop courses beneficial.
- Physical stamina.
- Ability to do routine and repetitive work.

Outlook: Good.

Pay: Minimum scale to approximately $3 per hour.

## Clergyman

Nature of work: To serve as representatives of various Protestant, Jewish, and Catholic faiths. Duties include holding religious services, visiting church members, conducting or supervising religious training, performing missionary work, and conducting various ceremonies such as weddings and funerals.

Requirements:
- Degree in theology generally required.
- Dedication to religious doctrine.
- Desire to serve others.

Outlook:
- Protestant—Prospects for employment will be diminishing in the 70's because of consolidation of churches and other reasons.
- Roman Catholic—Prospects are good through the 70's.
- Jewish— Prospects are good through the 70's.

## Data Processing Equipment Serviceman

Nature of work: To install, modify, and maintain data processing machines used to process large volumes of accounting-statistical data.

Qualifications:
- High school diploma gnerally required.
- Superior mechanical aptitude.
- Abstract reasoning ability.
- Good eyesight and color perception.
- Pleasantmanner and neat appearance.
- Ability to converse effectively.
- Capable of being bonded.

Outlook: Excellent through the 70's.

Pay: $80 - $300 per week.

| Day Laborer | Developmental Psychologist |
| --- | --- |
| Nature of work: To perform manual unskilled labor on a non-contractual basis.<br><br>Qualifications:<br>No specific education required.<br>High degree of physical stamina.<br>Ability to perform monotonous tasks for long periods of time.<br><br>Outlook: There is decreasing demand due to increased use of automation.<br><br>Pay: Minimum pay scale. | Nature of work: To study the behavior of individuals and groups and to help the individuals achieve satisfactory personal adjustments. Special age groups are studied such as young children, teenagers, and the aged.<br><br>Qualifications:<br>Master's degree minimum requirement.<br>Ph.D. preferred.<br>Desire to work with people.<br>Ability to communicate lucidly in writing and speaking.<br><br>Outlook: Employment prospects are excellent for those with Ph.D. degrees, less favorable for those with master's degrees.<br><br>Pay: Approximately $9,000 - $20,000 per year.<br><br>For additional information:<br><br>Americal Psychological Association<br>1200 17th Street NW<br>Washington, D. C. 20036 |

## Drama Critic

Nature of work: To prepare written reviews of theatrical presentations for an audience of readers. These reviews would appear in newspapers, magazines, or other publications. Some reviewers may appear on television or radio programs.

Requirements:
- College degree preferred with heavy background in the arts (literature, art, drama, speech).
- Journalistic ability.
- Unique ability for written expression.
- Willingness to work in various journalistic capacities as a beginning writer.

Outlook: Since there are a limited number of persons employed in this area, employment prospects are not good.

Pay: Highly variable. Approximately in the range of $7,000 - $20,000 per year.

## Film Editor

Nature of work: To blend the film parts to give proper dramatic emphasis. Duties include splicing, rewinding, coding or numbering of film, handling and delivery of film. A music editor synchronizes recorded music with the film. The sound effects editor synchronizes sound effects with the film.

Requirements:
- College training in all phases of motion picture production helpful.
- Creative dramatic talent.
- Digital dexterity.
- Ability to work with temperamental personalities.

Outlook: The market for film editors fluctuates. The prospect is probably moderate through the 70's.

Pay: Approximately $6,000 - $15,000 per year.

## Floral Designer

Nature of work: To select, to check, and to arrange cut flowers to suit various occasions.

Requirements:
- No specific education required.
- Digital dexterity.
- Sense of design.
- Agreeable voice and manner.
- Willingness to be trained on the job.
- High school or college are courses helpful.

Outlook: Excellent through the 70's.

Pay: $5,000 - $25,000 per year.

## Front Office Clerk (Hotel)

Nature of work:
- Room or desk clerks: To rent rooms, give information on rates.
- Reservation clerks: To acknowledge room reservations and advise room clerks.
- Rack clerks: To keep room assignment records current.

Requirements:
- Clerical aptitude.
- Neatness.
- Courteous manner.
- Ease in dealing with people.
- High school not essential but helpful.
- Courses in typing and bookkeeping helpful.
- Willingness to complete on the job training.

Outlook: Employment will probably increase moderately through the 70's.

Pay: Approximately $70 - $90 per week.

For additional information:

American Hotel and Motel Association
221 West 57th Street
New York, New York 10019

## Insurance Claims Adjuster

Nature of work: To settle claims regarding a policy filed by those who have suffered a loss. Duties include deciding whether a loss is covered, and, if so, the amount of the loss. The agent investigates all circumstances concerning the claim.

Requirements:
- College degree preferred but not essential.
- Liberal arts and business background helpful.
- Successful completion of exam on adjusting.
- Willingness to complete on the job training.

Outlook: Employment opportunities should rapidly increase through the 70's.

Pay: Approximately $8,000 - $18,000 per year.

For additional information:

Insurance Information Institute
110 William Street
New York, New York 10038

## Interior Designer

Nature of work: To plan, design, and execute building interiors and furnishings to create attractive surroundings suited to the needs and desires of the occupants. Duties include planning single details, coordinating entire interior arrangements of large centers, conferring with clients, conceiving designs, and working with blueprints.

Requirements:
- Four-year course in interior design, or
- Two- to three-year course at an art institute specializing in interior design and decorating.
- Willingness to complete a two- to three-year period of on-the-job training.
- Willingness to join either the American Institute of Interior Designers or the National Society of Interior Designers.
- Creative ability.
- Physical stamina.
- Ability to deal with all types of persons.
- Ability to make decisions.

Outlook: Employment prospects will be growing through the 70's.

Pay: Approximately $5,000 - $24,000 per year.

For additional information:

National Society of Interior Designers, Inc.
315 East 62nd Street
New York, New York 10021

## Interpreter

Nature of work: To translate spoken passages of a foreign language into another specidied language. Duties will involve performing simultaneous and consecutive interpretation.

Requirements:
- No formal education is required.
- Experience of having lived or traveled in the foreign country in which the second language is spoken.
- Poise.
- Adaptability to varied situations.
- College degrees helpful for scientific and professional interpreters.

Outlook: The demand will increase as more international conferences are held.

Pay: $5,500 - $15,000 per year approximately.

For additional information:

American Translators Association
P. O. Box 489, Madison Square Station
New York, New York 10010

## Librarian

Nature of work: To select and organize collections of books, pamphlets, and other reading materials and to assist readers in their use. Duties include cataloging of materials, publicizing library services, and providing reference service.

Requirements:
- Completion of master's degree program in library science.
- Ph. D. helpful.
- Interest in people.
- Intellectual curiosity.
- Ability to categorize.
- Ability to work with details.

Outlook: Employment prospects are good through the 70's.

Pay: Approximately $8,000 - $15,000 per year.

For additional information:

American Library Association
50 East Huron Street
Chicago, Illinois 60611

## Locomotive Engineer

Nature of work: To be responsible for operating the locomotive safely and efficiently. Duties include operating throttle, air brakes and other controls, and supervising the work of the fireman.

Requirements:
- Willingness to accept responsibility.
- Willingness to work through the seniority system to reach the level of engineer.
- Good mechanical ability.
- Good eye-hand coordination.
- Ability to concentrate on detail.

Outlook: Due to the seniority system and the decline of the railroad system as a means of transportation, the outlook is poor for the 70's.

Pay: Approximately $1,000 - $1,300 per month.

For additional information:

Association of American Railroads
American Railroads Building
1920 L Street NW
Washington, D. C. 20036

## Lyricist

Nature of work: To create words to music.

Requirements:
- Poetic and musical talent.
- Self-discipline in working habits.
- No specific education required.
- Ability to work in other fields while pursuing this job.

Outlook: The talent of the individual determines the demand.

Pay: Highly variable.

For additional information:

American Guild of Musical Artists
1841 Broadway
New York, New York 10023

## Merchant Marine Licensed Officer

Nature of work:
- Master or captain: Commands ship.
- Chief mate and second and third mates: Act as assistants to the captain.
- Radio officer: Controls electronic equipment.
- Purser: Maintains payrolls and bookkeeping duties.
- Bosun: Carries out orders issued by the chief officer.
- Quartermaster: Handles the wheel and steers the ship.
- Chief engineer: Supervises the engine compartment and other mechanical equipment.
- Many other positions are found on a merchant marine vessel, but space prohibits their being listed here.

Requirements:
- Minimum age of 19.
- U. S. Citizenship.
- Ability to pass the merchant marine exam on seamanship.
- No specific educational requirements.
- Special training helpful, such as that available at U. S. Merchant Marine Academy, Kings Point, N. Y.; California Maritime Academy, Vallejo, Calif.; Maine Maritime Academy, Castine, Me.; Massachusetts Maritime Academy, Hyannis, Mass.; Texas Maritime Academy, Galveston, Texas; and New York Maritime College, Fort Schuyler, N. Y.

Outlook: Employment will probably decline moderately in the 70's.

Pay: Approximately $250 to $800 per month.

For additional information:

Office of Maritime Manpower
Maritime Administration
U. S. Dept. of Commerce
Washington, D. C. 20235

## New Car Salesman

Nature of work: To sell new automobiles to customers. Duties include meeting and making customers feel comfortable, providing technical information, providing financing assistance by supplying information, handling the mechanics of new car sales, and assisting in handling customer complaints.

Requirements:
- No specific training required.
- High school education helpful.
- Possession of poise, tact, and correct speech.
- Desire to meet and work with people.
- Ability to be self-motivated .

Outlook: The employment will fluctuate with the national economy. Probably, the field will grow during the 70's.

Pay: The income is generally based on comissions. The salesman would probably make $12,000 or more annually.

## Petroleum Engineer

Nature of work: To handle overall planning and supervision of drilling for oil.

Qualifications:
- College petroleum engineering degree required.
- Physical stamina.
- Math, physics, and science background.
- Mechanical aptitude.
- Willingness to work in foreign countries.

Outlook: Employment prospects should be good through the 70's.

Pay: $10,000+.

For additional information:

American Petroleum Institute
1801 K Street NW
Washington, D. C. 20006

American Institute of Mining, Metallurgical, and Petroleum Engineers (AIME)
345 East 47th Street
New York, New York 10017

## Podiatrist (Chiropodist)

Nature of work: To perform foot surgery, to prescribe and use drugs and physical therapy, to prescribe proper shoes, and to fit corrective devices for the foot.

Qualifications:
- License to practice podiatry.
- Diploma from a four-year program of podiatric medicine (D. P. M.).
- Two years of college prerequisite to entering podiatric college.
- Desire to help others.

Outlook: Employment prospects are good through the 70's.

Pay: Approximately $10,000 to $20,000.

For additional information:

American Podiatry Association
20 Chevy Chase Circle NW
Washington, D. C. 20015

American Association of Colleges of Podiatric Medicine
20 Chevy Chase Circle NW
Washington, D. C. 20015

Condensed Job Descriptions

## Private Household Worker

Nature of work:
General maid: To perform miscellaneous household duties.
Personal maid: To perform personal services for a woman employer.
Nursemaid: To care for children.
Home housekeeper: To manage a household where there is a large staff of other household employees.
Valet: To perform personal services for a man employer.
Butler: To supervise household workers.

Requirements:
No formal education required.
Ability to perform domestic tasks.
Ability to operate household equipment.
Willingness to perform some repetitive or menial tasks.

Outlook: Opportunities for employment should be good through the 70's.

Pay: Approximately up to $3 per hour.

For additional information:

National Committee on Household Employment
1346 Connecticul Avenue NW
Washington, D. C. 20036

## Professional Athlete

Nature of work: To perform certain athletic duties as a player on a team or as an individual effort. Duties would involve participating in practice sessions, keeping in physical trim, and observing rigid workout and game schedules.

Requirements:
Exceptional physical ability or talent.
Exceptional vision.
Exceptional physical conditioning.
Desire to win.
Determination.
College education generally necessary for recognition.

Outlook: Employment prospects are good for those with talent.

Pay: By negotiation; highly variable

## Purchasing Agent

Nature of work: To purchase materials, supplies, and equipment needed for a firm or organization to function. Duties include buying materials to replenish stocks, checking delivery of the ordered materials, and authorizing payment. Generally, the purchasing agent will supervise the accounts payable, the receiving, and the purchasing departments.

Requirements:
- College education not required but advantageous.
- Willingness to accept responsibility for handling large sums of money.
- A good memory capable of handling minute details.
- Willingness to work with details and specifications.

Outlook: Employment prospects should be good through the 70's.

Pay: Approximately $7,000 to $30,000 +.

For additional information:

National Association of Purchasing Management
11 Park Place
New York, New York 10007

## Real Estate Salesman

Nature of work: To represent persons who wish to sell property and find potential buyers. Duties include locating and meeting customers; selling residential, commercial, and industrial property; providing information on financing, insuring, and transfers of property; and escorting prospective customers on tours of available property.

Requirements:
- High school education not required but preferred.
- Ability to pass state required test on real estate sales.
- College courses such as psychology, economics, finance, and business administration helpful.
- Desire to work with people.
- Ability to be self-motivating and work independently.

Outlook: Prospects are good for the 70's.

Pay: Commissions; approximately $7,000 to $20,000 annually.

For additional information:

National Association of Real Estate Boards
Department of Education
155 East Superior Street
Chicago, Illinois 60611

## Service Station Attendant

Nature of the work: To serve the automobile and driving needs of service station customers. Duties include servicing cars, selling and installing automobile parts, making change, writing credit card charges, and performing housekeeping duties related to the service station.

Requirements:
- No specific education required.
- Mechanical aptitude.
- Physical stamina.
- Willingness to perform routine and repetitious tasks.

Outlook: Employment probably will increase moderately through the 70's.

Pay: $1.80 to $3 per hour.

For additional information:

American Petroleum Institute
Marketing Division
1271 Avenue of the Americas
New York, New York 10020

## State Police Officer

Nature of work: To enforce state laws on the highways of a state. Duties include patrolling highways, assisting at the scene of auto accidents, providing serices and information to motorists, and writing up reports of auto accidents.

Requirements:
- High school education required.
- 21 years of age.
- Ability to pass physical examination.
- Willingness to undergo formal training.
- Courses in composition, reading and comprehension, and civics helpful.

Outlook: Opportunities should increase through the 70's.

Pay: Approximately $500 to $1,000 per month.

## Steel Worker

Nature of work:
- Blowers: To direct operation of one or more blast furnaces for making iron.
- Melters: To have charge of one or more furnaces for producing steel.
- Ladle cranemen: To operate overheard cranes which pick up the ladles and move them over a long row of ingot molds.
- Steel pourers: To operate stoppers on the bottoms of the ladles to let the steel flow into the molds.

Requirements:
- High school graduation generally required.
- Physical strength and stamina.
- Willingness to begin at the unskilled level and work up to other more responsible positions.
- 18 years of age generally required.
- Courses in chemistry, metallurgy, and physics helpful.

Outlook: Employment will probably decline in the 70's due to increased mechanization.

Pay: Approximately $4 to $5 per hour.

For additional information:

American Iron and Steel Institute
150 East 42nd Street
New York, New York 10017

## Taxi Driver

Nature of work: To provide auto transportation for paying customers. Duties include greeting customers, handling luggage, making change, and conduct paid tours.

Requirements:
- Good driving record.
- Ability to pass a driving examination.
- Eighth grade education sometimes required
- Neatness and courtesy.

Outlook: Employment in this area will probably be declining during the 70's.

Pay: Approximately $2 to $3 per hour.

## Telephone Operator

Nature of work:
- Long distance operators: To assist in placing and recording long distance calls.
- Information operators: To provide callers with local and long distance telephone numbers.
- Central office supervisors: To train new personnel and aid operators in placing difficult calls.
- Chief operator: To be responsible for the overall efficiency of the office.
- PBX operator: To operate switchboards which serve groups of telephone users in businesses and other establishments.

Requirements:
- High school graduation generally required.
- Business English, business math, and typing helpful.
- Willingness to undergo on-the-job training.
- Tact, courtesy, and patience.
- Pleasing telephone voice.
- Good eye-hand coordination.

Outlook: There will be, probably, a slow rise in employment through the 70's.

Pay: Approximately $80 to $100 per week.

For additional information:

Local telephone company, or

Alliance of Independent Telephone Unions
Room 302, 1422 Chestnut Street
Philadelphia, Pennsylvania 19102

## Television and Radio Service Technician

Nature of work: To install and repair electronics products such as television sets, radios, recorders, and intercom systems. Duties include greeting and discussing problems with customers, finding and replacing defective parts, and checking out systems.

Requirements:
- Technical or vocational training generally required.
- Courses in electronics, math, and physics helpful.
- Willingness to receive on-the-job training.
- Good hand-eye coordination.
- Manual dexterity.
- Ability to distinguish colors.

Outlook: Employment will probably increase rapidly through the 70's.

Pay: Approximately $100 to $200 per week.

## Tire Vulcanizer

Nature of work: To handle various tasks involved in retreading old tires. Duties include examining tire carcasses, buffing old tread off tires, spraying tires with adhesive, and molding new treads to tires.

Requirements:
- High school diploma preferred.
- Physical stamina.
- Pride in workmanship.
- Neatness.
- Willingness to take on-the-job training.

Outlook: There will probably be a decline in the 70's due to technological improvement of production.

Pay: Approximately $3 to $4 per hour.

## Tuna Fisherman

Nature of work:
- Mastmen: To search for tuna from the crow's nest.
- Skiffmen: To operate boats to lay tuna nets.
- Cook: To handle galley duties.
- Licensed master: To captain the ship.
- Engineer: To handle operation of the ship's engines and equipment.
- Assistant engineer: To assist the engineer.
- Navigator: To chart the course of the boat.
- Radio operator: To handle all electronics equipment on the vessel.

Requirements:
- Willingness to join the ur[illegible]
- Must be able to buy own [illegible]
- Must be able to live in [illegible]ters with other seamen for long [illegible] time.
- Coast guard training he[illegible]
- No specific education re[illegible]

Outlook: Prospects are good thr[illegible]gh the 70's.

Pay: Approximately $3,000 to $30,000 per year.

## Urban planner

Nature of work: To develop comprehensive plans and programs for the growth and overall revitalization of urban communities. Duties include making detailed studies, preparing charts and maps, analyzing plans and facts, designing layouts of recommended facilities and land use, and conferring with land developers, civic leaders, and officials of public agencies.

Requirements:
- Master's degree in planning desirable.
- Bachelor's degree mandatory.
- Ability to think in terms of spatial relationships.
- Ability to cooperate and work with others.

Outlook: The outlook is good through the 70's.

Pay: Approximately $8,000 to $20,000 per year.

For additional information:

American Institute of Planners
917 15th Street NW
Washington, D. C. 20005

## Women's Clothing Designer

Nature of work: To create original designs or adapt the best features of one or more styles. Duties include preparing sketches, and supervising workroom personnel in executing designs. The commercial designer prepares designs for the market to sell profitably. The custom designer works in a private salon. The theatrical designer is responsible for costumes used in television and movie productions.

Requirements:
- Creative talent.
- Drive for perfection.
- Desire to work with people.
- Training in a school specializing in this field helpful.
- Courses in art, speech, French, and Spanish helpful.

Outlook: Designers are not needed in great numbers. Talented persons, however, are always needed.

Pay: Approximately $85 per week to $20,00+ per year.

For additional information:

The Fashion Group, Inc.
9 Rockefeller Plaza
New York, New York 10020

Fashion Originator's Guild of America
165 East 66th Street
New York, New York 10021

New York Couture Business Council
141 West 41st Street
New York, New York 10036

85/86

# Appendix B

## Bibliography

## of

## Career Education Volumes

## in Middle School Libraries

APPENDIX B

Vocational Guidance Career Manuals
Career Series
Published by Educational Books Division of
Universal Publishing and Distributing Corporation

Anderson, Social Work Careers
Anderson, Accounting Careers
Ball, Interior Design and Decoration
Ballinger, Graphic Arts Careers
Barnhart, Textile Industry
Barry, Journalism Careers
Clarke, Advertising Careers
Davidson, Psychiatry Career
Dearee, Plastics Careers
Demmon, Forestry Career
Denis, Dancing Career
Elliott, Law Career
Endres, Food Service and Technology
Fanning, Oceanography Career
Fanning, Opportunities in Environmental Careers
Fine, Teaching Careers
Franciscus and Abbott, Occupational Therapy
Gable, Pharmacy Career
Gehman, Mathematics Career
Gould, Technical Writing
Griswold, Landscape Architecture
Haas, Sales Careers
Harrigan, Foreign Service
Harris, Meteorology
Henkin, Hotel and Motel Industry
Henkin, Public Relations
Huebner, Foreign Language Careers
Johnson, Photography Careers
Kichell, Optometry
Konzo and Bayne, Mechanical Engineering
Krumhansl, Physical Therapist

Mack, Personnel Management
Maxon, Free Lance Writing
Mills, Osteopathic Medicine
Moore, Acting
Nash, Recreation and Outdoor Education
Nelson, Vocational Protestant Religious Occupations
Newman, Speech Pathology
Nussbaum, Electronic Data Processing
Piper, Architecture Career
Place and Robertson, Management Careers
Platten, Market Research
Popham and Ettinger, Office Occupations
Pulos, Industrial Design
Reinfeld, Graphic Communications
Robinson, Traffic Engineering
Rosenthal and Folsom, Food Preparation and Service
Rosler, Life Insurance Selling
Rubenfeld, What You Must Know About Getting Into College
Scholes, Ceramic Engineering
Shackleton, Electrical and Electronic Engineering
Shongold and Greenberg, Podiatry Career
Short, Travel Careers
Shulsky, The Securities Business
Snelgrove, Geology
Spaeth, Music Careers
Stern, Drafting Careers
Stern, Machine Shop Trades
Stimson, Opticianry
Stinchcomb, Law Enforcement Career
Stone, Agricultural Engineering
Sumidhrast and McMahon, Building Construction
Super, Psychology Careers
Swope, Veterinary Medicine
Weiss, Nursing Careers
Williamson, Economics Careers
Winter, Biological Sciences
Woodburn, Chemical Sciences

Open Door Books
Childrens Press

Chafin, A World of Books (Writer)
Cobe, Great Spirit (Professional golfer)
Coleman, Whatever You Can't Have (Personnel work)
Davis, On My Own (Public relations director)
Daylie, You're On the Air (Radio and television announcing)
Deer, Speaking Out (Group social work)
Diaz, Up from El Paso (Building inspector)
Dunham, Someday I'm Going to Be Somebody (Director of computer operations)
Ellis, Run for Your Life (Community social worker)
Geary, What I'm About Is People (Community social worker)
Gibson, The Lord Is My Shepherd (Insurance workers)
Hannahs, People Are My Professsion (Social worker)
Hardin, The Road from West Virginia (Factory worker)
Hoard, Curse Not the Darkness (Lawyer)
Jones, So Many Detours (Food service industry)
Leak, Mission Possible (Traffic agent and clerk)
Lopez, El Rancho de Muchachos (Boys ranch director)
Mack, Nobody Promised Me (Teacher, librarian)
Martinez, A Foot in Two Worlds (Policeman)
McCalip, Call It Fate (Social worker)
Melendez, A Long Time Growing (X-ray technician)
Patterson, I Reach for the Sky (Airline stewardess)
Robinson, Where There's Smoke (Fire fighter)
Sagara, Written on Film (Commercial photographer)
Sims, West Side Cop (Policeman)
Sine, Son of the Land (Commercial artist)
Stallworth, Look to the Light Side (Professional basketball player)
Standiford, No Hablo Inglés (Personnel worker)
Stovall, A Face in the Sun (Pilot)
Thompson, New Fields (Systems engineer)
Travis, Don't Stop Me Now (Real estate broker)
Vasquez, My Tribe (Purchasing agent)
Washington, Hey, Taxi
Williams, Iron Man (Professional basketball player
Williams, Enterprise (Laundry and dry cleaning businessman)
Yokley, Meigs Tower (Air traffic controller)

## Appendix C

## Index of Films and Records

## Appendix C

### Index of Films and Records

**Filmstrips:**

| Titles | Distributors |
|---|---|
| Career Planning in a Changing World | Films of the Month Club |
| Giving a Book Report | Jam Handy |
| Origins from Other Languages | Young America Films |
| Outline Power | Filmstrip House, Inc. |
| Painting with Words | Encyclopedia Britannica Films |
| Paragraph Development | Filmstrip House, Inc. |
| Paragraph Unity Power | Filmstrip House, Inc. |
| Perseus and Medusa | Educational Reading Service, Inc. |
| Steps in Building a Paragraph | SVE, Inc. |
| Theseus and the Minotaur | Educational Reading Service, Inc. |
| Thinking in Paragraphs | Filmstrip House, Inc. |
| Topic Sentence Power | Filmstrip House, Inc. |
| Who's Mispronouncing | SVE, Inc. |
| Word Origins | Young America Films |

**16 mm films:**

| Titles | Distributors |
|---|---|
| Building Better Paragraphs (B/W) | Coronet Films |
| Casey at the Bat (Color) | McGraw-Hill Text Films |
| Developing Reading Maturity-Comparative Reading (Color) | Coronet Films |
| The Fifth Freedom (Color) | Wing Productions |
| How to Read a Book (Color) | Coronet Films |
| How to Use the Reader's Guide (Color) | ACI Films |
| Library Story (Color) | Encyclopedia Britannica Films |
| Paul Bunyan-Lumber Camp Tales (Color) | Coronet Films |
| Paul Revere's Ride (Color) | McGraw-Hill Text Films |
| Reading for Beginners (Color) | Coronet Films |
| William Tell (Color) | Coronet Films |
| Your Communication Skills (Color) | Coronet Films |

Records:

| Titles | Distributors |
| --- | --- |
| Prose and Poetry: ..... | Enrichment Learning Materials |
| Album 1-Journeys (2 records) | |
| Album 2-Adventures (2 records) | |
| Album 3-Enjoyment (2 records) | |

# Appendix D

## Mythology Notes

## A Partial Listing of Characters in Greek and Roman Mythology

Some of the important characters in Roman and Greek mythology are listed below. The accompanying descriptions are very brief and are meant to be only spurs to your memory. For a fuller review, please consult a good mythology source book, such as Bulfinch's Mythology by Frank Bulfinch or Edith Hamilton's Mythology.

Achilles, the central hero in Homer's Iliad, was vulnerable to injury only on his heel. He was killed by Paris' arrow during the siege of Troy.

Adonis was an extremely handsome lad who was loved by Venus. He expired on the horns of a wild boar.

Aphrodite (Venus) was the goddess of love and beauty.

Apollo held dominion over the sun, prophecy, music, medicine, and poetry.

Ares (Mars) represented war and battle.

Artemis (Diana) served as goddess of the hunt, of healing power, and disease.

Athene (Minerva) was the goddess of wisdom and power.

Atlas, as punishment, was forced to hold the world on his shoulders. His name has become a synonym for a person of great strength.

The Centaur possessed the upper torso of a man and the lower body of a horse.

Cerberus, a dog with saucer-sized eyes, guarded the gates of Hades, or the underworld.

The Chimaera breathed fire, and was part lion, part goat, and part dragon.

Circe, an enchantress, changed men into swine. Odysseus, or Ulysses, landed on her island during his long journey home.

Cupid (Eros), the offspring of Venus, was the god of love.

The Cyclopes were one-eyed giants, cannibals, whom Odysseus encountered and outwitted during his travels.

Daedalus built the labyrinth to contain the monstrous Minotaur. He also created a pair of wings on which his son Icarus flew to his death.

The Gorgons, three evil sisters, had the power to turn people to stone with their glances.

Hades (Pluto) ruled as god of the underworld.

Hercules, a hero-god, won immortality by completing the twelve "impossible" labors assigned to him by Hera.

Hermes (Mercury) was the messenger of the gods.

The Hydra, a hundred-headed monster slain by Hercules, was able to grow two heads in place of each one severed. Hercules defeated the monster by searing with a torch the site of each decapitation.

Juno (Hera) reigned as the queen of Heaven. She was the wife of Jupiter (Zeus).

Jupiter (Jove, Zeus) occupied the throne as the highest Olympian deity.

Medusa, one of the Gorgons, had hair which had been changed into serpents. She was executed by Perseus, who used a mirror to avoid her petrifying glare.

The Minotaur, a creature half bull and half man, lived in the labyrinth on a diet of human flesh until he was destroyed by Theseus.

Morpheus was the god of dreams.

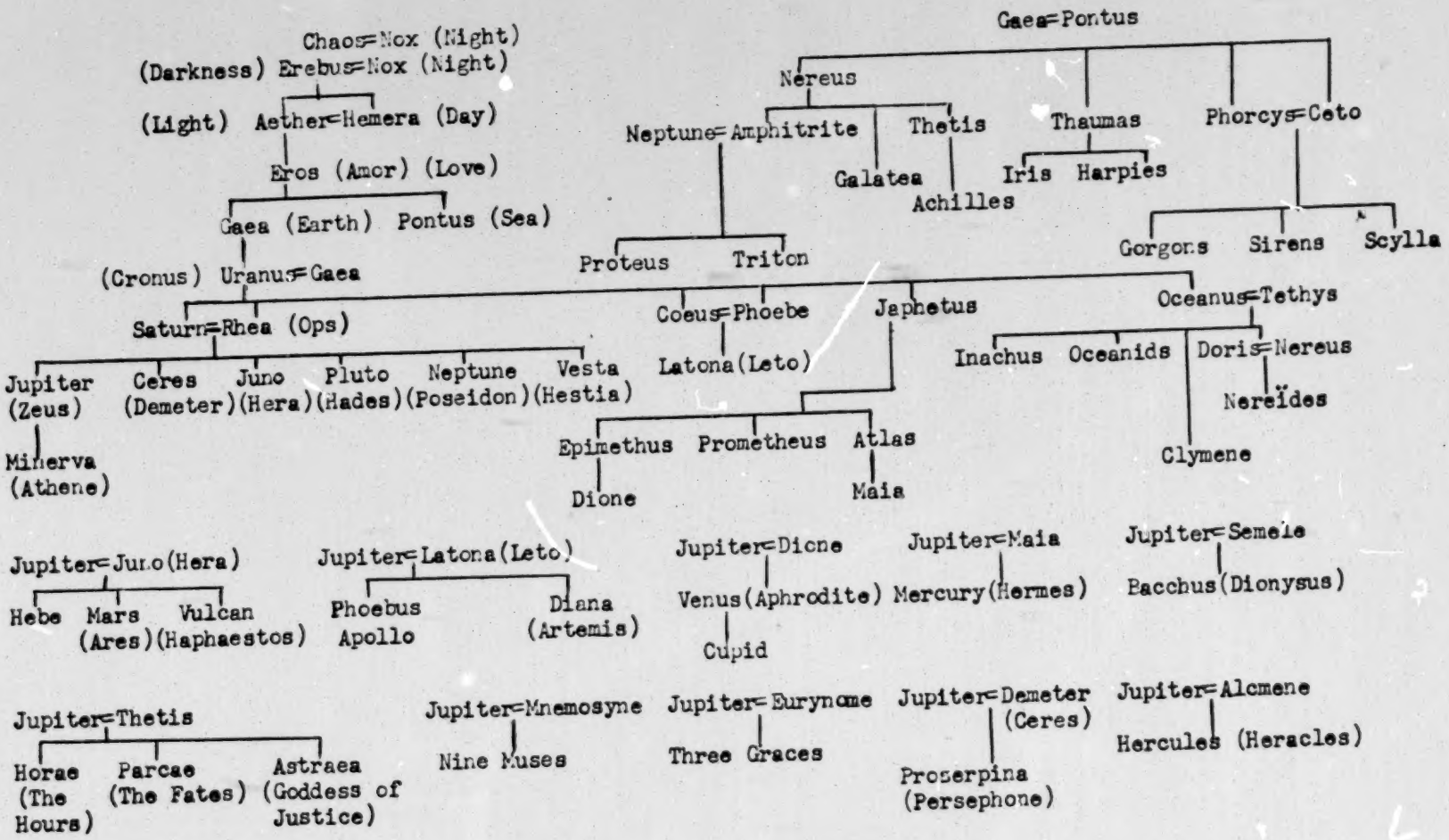
Neptune (Poseidon) had dominion over the seas.

Odysseus (Ulysses) fought heroically for the Greeks in the Trojan War. His adventures while he was homeward bound after the war are described by Homer in the Odyssey.

Perseus slew the Gorgon named Medusa.

The Sirens, sea nymphs who were part woman and part bird, lured sailors with their songs to the rocks on which the mariners' ships were dashed to pieces.

Theseus, with the aid of a ball of string, wended his way into the labyrinth to kill the Minotaur.

Vulcan (Hephaestus) was the god of fire.

# THE DESCENT OF THE GODS